# Literacy Design Collaborative Informational/Explanatory Module

# Information Sheet

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| **Module Title: Why Canadians Live Where They Live: The Impact of Geography on Population Density in Canada.** |

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| **Module Description (overview):**   |  | | --- | | In this unit, students explore the impact of geographic characteristics on the population density of a post-industrialized nation (Canada) as part of a larger unit of study about Canada. Specifically, students are asked to determine whether climate, location, or the distribution of natural resources has the biggest impact on population density. | |

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| **Template Task (include number, type, level)** | **Teaching Task** |
| **Task 6 (Argumentation/Evaluation)**   |  | | --- | | (Insert question) After reading \_\_\_\_\_\_\_\_\_ (literature or informational texts), write a/an \_\_\_\_\_\_\_ (essay or substitute) that discusses \_\_\_\_\_\_\_\_\_ (content) and evaluates \_\_\_\_\_\_\_ (content). Be sure to support your position with evidence from the texts. | | Do geographic characteristics such as climate, location, and distribution of natural resources have an impact on population density? After reading your notes, information in your textbook, and at least two articles, write an editorial that discusses how one geographic characteristic of Canada impacts population density and evaluates how that characteristic can increase or decrease population density. Be sure to support your position with evidence from the texts. |

Grade/Level: 6th grade

Discipline: Social Studies

Course: World Cultures/Geography

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# Section 1: What Task?

# What task sets clear, measurable goals for learning?

**A. Template task (include number, type, level and prompt):** Insert the LDC template task you selected exactly as it is worded.

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| **Task 6 (Argumentation/Evaluation)**   |  | | --- | | (Insert question) After reading \_\_\_\_\_\_\_\_\_ (literature or informational texts), write a/an \_\_\_\_\_\_\_(essay or substitute) that discusses \_\_\_\_\_\_\_\_\_ (content) and evaluates \_\_\_\_\_\_\_ (content). Be sure to support your position with evidence from the texts. | |

**B. Standards:**

*Common Core State Standards*

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| **READING STANDARDS FOR ARGUMENTATION** | |
| **“Built-in” Reading Standards** | **“When Appropriate” Reading Standards (applicable in black)** |
| 1- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | 3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| 2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 5- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole. |
| 4- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | 6- Assess how point of view or purpose shapes the content and style of a text. |
| 10- Read and comprehend complex literary and informational texts independently and proficiently. | 7- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
|  | 8- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
|  | 9- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |

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| **WRITING STANDARDS FOR ARGUMENTATION** | |
| **“Built-in” Writing Standards** | **“When Appropriate” Writing Standards (applicable in black)** |
| 1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | 2- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| 4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 3- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| 5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | 6- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| 9- Draw evidence from literary or informational texts to support analysis, reflection, and research. | 7- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| 10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience. | 8- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |

*Content Standards from state or district*

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| **Number** | **Content Standard(s)** |
| **SS6G6** | **The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Canada.**  a. Describe how Canada’s location, climate, and natural resources have affected where people live  b. Describe how Canada’s location, climate, and natural resources impact trade. |
| **SS6RC1** | **Students will enhance reading in all curriculum areas by**  a.3 - Read technical texts related to various subject areas  c.1 - Demonstrate an understanding of contextual vocabulary in various subjects  c.2 - Use content vocabulary in writing and speaking.  c.3 - Explore understanding of new words found in subject area texts. |

*Content Standards Source: Georgia Performance Standards*

**C. Teaching Task:** Design your teaching task. Fill in the blanks with the appropriate items.

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| |  | | --- | | Background:  What makes one place a more desirable place to live than another? Why do millions of people want to live in Toronto, but hardly anyone wants to live in Echo Bay? Geographic features like location and climate help make one place more desirable than another, and in this unit we will investigate their impact.  Prompt:  Do geographic characteristics such as climate, location, and distribution of natural resources have an impact on population density? After reading your notes, information in your textbook, and at least two articles, write an editorial that discusses how one geographic characteristic of Canada impacts population density and evaluates how that characteristic can increase or decrease population density. Be sure to support your position with evidence from the texts.  Reading texts: textbook and articles about Canada | |

*Teaching Task Rubric (Argumentation)*

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| Scoring Elements | Not Yet | | Approaches Expectations | | | Meets Expectations | | | Advanced | |
| 1 | 1.5 | | 2 | 2.5 | | 3 | 3.5 | | 4 |
| Focus | Attempts to address prompt, but lacks focus or is off-task. |  | | Addresses prompt appropriately and establishes a position, but focus is uneven. |  | | Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. |  | | Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. |
| Controlling Idea | Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims. |  | | Establishes a claim. (L2) Makes note of counter claims. |  | | Establishes a credible claim. (L2) Develops claim and counter claims fairly. |  | | Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly. |
| Reading/ Research | Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt. |  | | Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. |  | | Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim. |  | | Accurately and effectively presents important details from reading materials to develop argument or claim. |
| Development | Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim. |  | | Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim. |  | | Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim. |  | | Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning. |
| Organization | Attempts to organize ideas, but lacks control of structure. |  | | Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence. |  | | Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument. |  | | Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument. |
| Conventions | Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation. |  | | Demonstrates an uneven command of standard English conventions and cohesion.  Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources. |  | | Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors. |  | | Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format. |
| Content Understanding | Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate. |  | | Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation. |  | | Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding. |  | | Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding. |

**Section 2: What Skills?**

# What skills do students need to succeed on the teaching task?

Each module is required to identify the specific student skills, define them, and cluster them. The prototype below shows one way to do that. Module builders can use this version, change it, or create a different skill list, different definitions, and different clusters using the chart.

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| **Skills Cluster 1: Classroom Pre-Instruction** | |
| 1. Bridging conversation | Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns. |
| **Skills Cluster 2: Reading Process** | |
| **1.** Essential vocabulary | Ability to apply strategies for locating words and phrases essential to key concepts and information. |
| **2**. Active reading and note- taking | Ability to read purposefully and select relevant information; to summarize and/or paraphrase. |
| **3.** Organizing notes | Ability to prioritize and narrow notes and other information. |
| **Skills Cluster 3: Transition to Writing** | |
| 1. Bridging conversation | Ability to transition from reading or researching phase. |
| **Skills Cluster 4: Writing Process** | |
| 1. Initiation of task | Ability to establish a controlling idea and consolidate information relevant to task. |
| 1. Planning | Ability to develop a line of thought and text structure appropriate to an Argumentation task. |
| 1. Development | Ability to construct an initial draft with an emerging line of thought and structure. |
| 1. Revision | Ability to apply revision strategies to refine development of argument, including line of thought, language usage, and tone as appropriate to audience and purpose. |
| 1. Editing | Ability to apply editing strategies and presentation applications. |

# Section 3: Instruction for Informational/Explanatory Tasks

# How will teachers teach students to succeed on the teaching task?

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|  | | **LDC Skills** | | | **Mini Tasks** | | | | |
|  | **What skills do students need to succeed on the teaching task?** | | | | | **What incremental tasks will teachers give students so they can learn each skill?** | | | |
| Cluster 1: Classroom Pre-Instruction | | | | | | | | | |
| Pacing | Ladder Step | | Defined | Prompt | | Scoring | Instruction | Product |
| 10 minutes | Bridging conversation | | Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns. | In a quick-write, tell which geographic characteristic of Canada has the biggest impact on population density. | | Meets/ DNM | None…relies on information from previous lessons. | Quick write…2-3 sentences |
| Cluster 2: Reading Process | | | | | | | | | |
| Pacing | Ladder Step | | Defined | Prompt | | Scoring | Instruction | Product |
| 30 minutes | Essential vocabulary | | Ability to apply strategies for locating words and phrases essential to key concepts and information. | Using the phrase “population density,” word storm individually, then with your group. See how many vocabulary words you can use. | | none | Use various techniques to teach key terms: flashcards, mind maps, pictograms.  Teach word storm strategy (Appendix 1). | Collection of words that students associate with population density |
| 1 class period | Active reading and note-taking | | Ability to read purposefully and select relevant information; to summarize and/or paraphrase. | Read selected articles about population density, have silent conversation about facts in readings. | | None | Use silent conversation strategy to focus attention on specific details in reading. (See Appendix 1) | Written dialog between student covering the facts in the reading |
| 30 minutes | Organizing notes | | Ability to prioritize and narrow notes and other information. | Use your thesis organizer to write your thesis statement and decide on the evidence that you want to use to support it. | | Meets/ DNM | See Appendix 2 for thesis organizer. | Completed organizer |

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| Cluster 3:Transition to Writing | | | | | | | |
| Pacing | Ladder Step | Defined | Prompt | Scoring | Instruction | Product | |
| 10 minutes | Bridging conversation | Ability to transition from reading or researching phase. | In a quick write, tell which piece of evidence you think is most compelling. | M/DNM | Refer to notes from class and reading to focus on evidence with strongest details. | Statement identifying most important piece of evidence |
| Cluster 4: Writing process | | | | | | | |
| Pacing | Ladder Step | Defined | Prompt | Scoring | Instruction | Product |
| 10-20 minutes | Initiation of task | Ability to establish a controlling idea and consolidate information relevant to task. | Write your thesis statement, which should include your controlling idea and the evidence you plan to use to support it. | M/DNM |  | Thesis statement |
| 10-20 minutes | Planning | Ability to develop a line of thought and text structure appropriate to an Argumentation task. | Create an outline for your editorial: use the graphic organizer to order your evidence and details in a logical way. | M/DNM | Use graphic organizer for persuasive/argumentative writing. (See Appendix 3)  Students use notes and reading from class to flesh out evidence with details. | Detailed outline |
| 1 class period | Development | Ability to construct an initial draft with an emerging line of thought and structure. | Use your graphic organizer to write your editorial. Remember to turn your thoughts into complete sentences! | Completion grade | Students use web-based writing website (Criterion) to write rough draft and correct grammar/usage mistakes. | Rough draft of editorial |
| 30 minutes | Revision | Ability to apply revision strategies to refine development of argument, including line of thought, language usage, and tone as appropriate to audience and purpose. | Use checklist on rough draft to revise your essay. Use the activity cards to make sure that your argument is strong and doesn’t drift, to use stronger verbs, add adjectives and adverbs and use stylistic devises. | Completion grade | Small and class group reviews  Peer and teacher conferencing | Drafts demonstrating use of revision strategies to improve initial draft. Stays on task. |
| 20 minutes | Editing | Ability to apply editing strategies and presentation applications. | Demonstrate to your group how you revised or edited a section of your paper and explain why. | No grade | Proofreading: error analysis, topic focus  Editing methods: sentence combining, eliminating redundancies | Presentation demonstrating effective application of an editing strategy to improve some aspect of the essay |
|  | Final Draft | Submit your final draft. Did you improve your writing? |  |  |  | Self assessment |

# Materials, references and supports: List the materials you will need and students will use. Provide citations.

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| **For Teachers** | **For Students** |
| Allen, Janet. Words, Words, Words. Portland, ME: Stenhouse Publishers, 1999. | Georgia CRCT Coach, GPS Edition, Social Studies, Grade 6. New York: Triumph Learning, 2011.  Textbook:  Boehm, Richard G., David G. Armstrong, Francis P. Hunkins, Dennis Reihartz, and Merry Lobrecht. *The World and Its People*. New York: Glencoe/McGraw-Hill, 2005. |

# Section 4: What Results?

How good is good enough?

1. **Student work samples:** Include examples of student work to represent each performance level on the teaching task.

EXCEEDS

**Essay 1:**

Today there are certain places that population density is high and where it is low. The thing that most influences population density is climate. If the climate is a warm moderate climate then people want to live there. If the climate is cold people won't have a good living environment. In Canada there are many different climates and they influence the population density.

There are certain places in Canada where the population density is high. The high population density in Canada is along the border with the United States. The climate is moderate and since it is people can grow crops to sell and make a living. Another place population density is high is along the coast. The climate is moderate and there is a good living environment. The coast is a warm enough climate for sea life to live so the people along the coast can fish and make a living. Another thing that this offers is good trade routes. If the climate is harsh it is hard to travel from one coast to another. As you can see a warm climate effects the population density.

In Canada low population density is very common. The reason is because most of Canada is tundra and rock. In the northern part of Canada the population density is very low. The icy tundra is very hard to live in because it is blistering cold. You might be walking and then run into a big glacier. The whole place is a big ice block. You can't farm and it is very hard to trade. Another place population density is low because of climate is the Canadian shield. The Canadian Shield is a big rigged rock and it's extremely cold. Even though it has great natural resources such as lumber and minerals, the climate is so cold that you don't even want to go there. The last place population density is low is around the Hudson Bay. Because the climate is cold like I said NOBODY WANTS TO LIVE THERE!!! Since nobody wants to live there then there will be no workers for factories. If there are no factories then companies can't make their product. It is an endless chain of reasons.

In Australia and South America it is the same way. Instead of it being too cold, it is usually too hot. The Atacoma desert of South America is so hot and is so dry that you can't grow anything and since it is incredibly hot no one can live there (without air conditioning). As before if the climate is warm and wet people and nature can live. One place that is a good example of this is the beautiful country of Brazil located at the eastern side of South America. Here the climate is amazing! People live there because there is great soil for growing crops, because the climate is warm and wet. As you can see the same kind characteristics influence South America.

South America and Canada as you can see are not that different when you are talking population density. They both have those barren wastelands and those beautiful places that you can bathe in the sun.... not really.

**Question:**

**Essay 2:**

I wonder why population density is low in northern Canada and high in southern Canada. Oh yeah, it's because of the climate. Climate is one characteristic that effects the population density of Canada in a good or bad way. Around the Hudson Bay has a very low population density while along the US border has high population density, all because of the climate in those places. Canada isn't the only place that suffers from climate issues. Southern South America has a very low population density because of climate. Now let's see why the climate is such a big deal.

Around the Hudson Bay has a very low population density because of many reasons involving its cold climate. It is so cold that it is full of glaciers. One of the reasons is farming. People make a living by trading what they grow on their farms. Can you grow crops when it is freezing cold? No, you can't grow crops in freezing cold weather. Another reason why having a bad climate can affect you is because people don't want to live there. Without people, factories won't have any one to work. That's why cold climates are not good if you want a high population density.

On the other hand, around the US border has a high population density because of its mild climate. Because it is warm, people can farm. Another reason that explains why the climate matters is that the roads are better for driving when it is warm because there isn't as much ice and snow. The last reason why a warm climate is good is because people want to live there. That means that people will have workers for their factory. Now you know why a mild climate gives you a high population density.

Another place that has problems with the population density because of the climate is South America. The population density is very low in the southern part of South America because of how cold it is. If you look to see where South America is, you will see that the southern part of South America is very close to the South Pole. That explains why it is so cold, and, as I said before, no one wants to live where it is very cold.

Population density of an area is mainly effected by the climate of the area. If it is too cold or too hot then no one will live there. Also, if it is too cold, people can't have factories because they won't have any one to work for them. The last reason why the climate is so important is that crops can't grow in freezing cold weather. These are the reasons why the population density is effected mainly by climate.

**B. Classroom assessment task:**N/A

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| Background (optional):  Prompt: |

Argumentation Classroom Assessment Rubric

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| **LDC Argumentation Classroom Assessment Rubric** | |
| **MEETS EXPECTATIONS** | |
| Focus | Addresses the prompt and stays on task; provides a generally convincing response. |
| Reading/Research | Demonstrates generally effective use of reading material to develop an argument. |
| Controlling Idea | Establishes a credible claim and supports an argument that is logical and generally convincing. (L2) Acknowledges competing arguments while defending the claim. |
| Development | Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument (L3) Makes a relevant connection(s) that supports argument. |
| Organization | Applies an appropriate text structure to address specific requirements of the prompt. |
| Conventions | Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose. |
| **NOT YET** | |
| Focus | Attempts to address prompt but lacks focus or is off-task. |
| Reading/Research | Demonstrates weak use of reading material to develop argument. |
| Controlling Idea | Establishes a claim and attempts to support an argument but is not convincing;  (L2) Attempts to acknowledge competing arguments. |
| Development | Reasoning is not clear; examples or explanations are weak or irrelevant. (L3) Connection is weak or not relevant. |
| Organization | Provides an ineffective structure; composition does not address requirements of the prompt. |
| Conventions | Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose. |

# Teacher Work Section

# What now, what next?

1. **Teacher thoughts.** Provide thoughts and ideas after teaching the module to different students in different classes.
2. **Possible variations**. Add ideas for spin-offs or extensions to the module.

Appendix 1

**Word storm strategy:**

Words, Words, Words

Janet Allen

Stenhouse Publishers (January 1, 1999)

Students are given a topic and challenged to come up with a word or short phrase that they associate with the topic. They can come up with as many words as possible, but the phrases should not be longer than 2 words. They can compare their storms with peers and explain the association they made between the words (individually) and the topic.

**Silent Conversation**

Students read assigned reading. Working in pairs or small groups, each student writes a question about the reading on a piece of paper, then passes the paper to another member of the group. Students work in silence and continue to pass the papers and comment on the questions (or write follow-up questions) until everyone has had a chance to answer every question. The whole activity is done in silence.

Appendix 2

Thesis organizer

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| **Thesis:** |  |
| **Evidence:** |  |
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Appendix 3

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| Evidence |
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| Thesis statement  Details  Evidence |
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| Evidence  Details |
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